

SPRING 2007

Test Administration Directions

Arizona's

*Instrument to Measure Standards
Dual Purpose Assessment*

Test Administrator's Name



**CTB
McGraw-Hill**

AIMS DPA



Writing, Reading, and Mathematics

49505

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The Arizona Department of Education gratefully acknowledges the work of hundreds of Arizona teachers involved in the development of the AIMS tests. Their dedication to creating a fair and reasonable test for the students of Arizona is greatly appreciated.

Overview for the Spring 2007 Administration of AIMS DPA

Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA) is administered to students in Grades 3 through 8 in the content areas of writing, reading, and mathematics. All students in Grades 3 through 8 are expected to take AIMS DPA.

The window for AIMS DPA testing is scheduled between Monday, April 9, 2007 and Friday, April 20, 2007. All AIMS DPA testing activities, initial testing and make-up testing, must be conducted during this period. The district or charter holder must select four dates during the test window for initial test administration. All schools within the district or under the same charter must test on these same four dates.

Testing must be conducted according to the Test Administration Schedule on page 4 in this document. Make-up testing is to be completed as needed within the test window. The Test Coordinator is responsible for communicating the testing schedule to Test Administrators, parents, guardians, and students.

This document provides directions for the administration of the writing, reading, and mathematics tests for Grades 3 through 8 and should be used by the Test Administrator for each content area of AIMS DPA. Schools that are participating in the Spring 2007 AIMS Science Field Test must refer to the separate *AIMS Test Administration Directions* for the science field test for directions in administering the field test.

Students to Be Tested

Students in Grades 3 through 8 are to participate in the Spring 2007 administration of AIMS DPA. Students with significant cognitive disabilities and whose current Individualized Education Program (IEP) designates them as eligible for an alternate assessment, AIMS-A, are excluded from AIMS DPA. Refer to the AIMS-A guidelines on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering for additional information.

Test Administrator Responsibilities

The Test Administrator is responsible for:

- ☐ participating in training activities scheduled by the Test Coordinator;
- ☐ signing and returning to the Test Coordinator the AIMS Test Security Agreement;
- ☐ adhering to test administration security procedures;
- ☐ reviewing this document in advance of the testing date;
- ☐ following test administration directions exactly as stated in this document;
- ☐ receiving test materials from the Test Coordinator;
- ☐ verifying the quantities of test materials received;
- ☐ requesting from the Test Coordinator additional materials required to test all eligible students;
- ☐ distributing, collecting, and verifying all test materials on testing dates;
- ☐ completing all necessary demographic information on the student demographic data grid for those students **without** a student bar code label;
- ☐ completing the accommodations information on the inside front covers of the Grade 3 test book or Grades 4 through 8 answer documents for students receiving accommodations; and
- ☐ assembling and returning all test materials to the Test Coordinator.

*The Test Administrator **must** follow the directions exactly as stated in this document.*

Arrangements Prior to Test Administration

Test Administration Staff

A Test Administrator should be assigned to each testing room. If the number of students testing in the room requires it, Proctors may also assist the Test Administrator during the administration of the test. Test Administrators and Proctors must be employees of the school.

Preparation of the Room for Testing

AIMS DPA is a standardized test. The Test Administrator **must** follow the directions exactly as stated in this document.

The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. **All visual aids displayed in the testing room which could assist students while testing must be removed or covered completely.**

*All visual aids displayed in the testing room which could assist students while testing **must** be removed or covered completely.*

Test Administration Security Procedures

It is unethical and shall be viewed as a violation of test security for any person to:

- examine the content of any portion of the test;
- disclose or allow to be disclosed the content of any portion of the test before, during, or after test administration;
- discuss any AIMS DPA test item before, during, or after test administration;
- allow students access to test questions or writing prompts prior to testing;
- allow students to share information during test administration;
- allow students to use scratch paper;
- read any parts of the test to students except as indicated in the test administration directions;
- influence students' answers by offering assistance of any kind;
- change students' answer choices;
- review students' answers, including the writing rough draft and writing final copy;
- photocopy, transcribe, or in any way duplicate any part of AIMS DPA test books;
- fail to return all test materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Test Administrators and Proctors may **not** assist students in answering questions. They may, however, clarify the test directions **only**. No test item may ever be discussed before, during, or after test administration. (See the Glossary on page 65 in this document for the definition of *item*.) Refer to "Test Preparation and Administration Practices" on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering.

AIMS DPA Test Security Agreement

To ensure the security of AIMS DPA, Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement obtained from the Test Coordinator or found on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering.

*Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement.*

Test Materials and Testing Schedule

Test Materials

Test Administrators will receive their test materials from the Test Coordinator. Each Test Administrator should receive from the Test Coordinator an inventory of the number of test books and answer documents that have been delivered. Upon receipt of the test materials, the Test Administrator should count the number of test books and answer documents received. Any discrepancies must be reported immediately to the Test Coordinator.

AIMS DPA test books and answer documents are secure documents. For each day of testing, Test Administrators will collect their test materials from the Test Coordinator at the beginning of each day of testing and return them to the Test Coordinator at the end of each day of testing. While in the possession of the Test Administrator, test materials must be kept in a **securely locked storage facility** except during actual test administration times and until they are returned to the Test Coordinator at the end of the day of testing. Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

Test Administration Schedule

AIMS DPA must be administered exactly as shown in the table below. The school's specific testing schedule must be clearly communicated to parents, guardians, and students in advance.

AIMS DPA Test Administration			
Testing Day	Content Area	Grade(s)	Session(s)—Approximate Time
Day 1	Writing	3 4 and 5 6, 7, and 8	2 sessions—1 hr. ea. 2 sessions—1 hr. ea. 1 session—2 hours
Day 2	Reading Part 1 Mathematics Part 1	3–8 3–8	1 session—45–60 min. 1 session—45 min.
Day 3	Reading Part 2 Mathematics Part 2	3–8 3–8	1 session—45–60 min. 1 session—45 min.
Day 4	Reading Part 3 Mathematics Part 3	3–8 3–8	1 session—45–60 min. 1 session—45 min.

Day 1 of testing must be scheduled no later than April 11. Days 2, 3, and 4 of testing must follow in order, but not necessarily on consecutive days. Day 4 of testing must be scheduled no later than April 18. On days 2, 3, and 4 of testing, the reading part is to be administered before the mathematics part of the test. Make-up testing is to be scheduled as needed, but all make-up testing must be completed by April 20.

AIMS DPA is not a timed test.

The following are **approximate times** needed to administer AIMS DPA. These estimates include time to distribute materials to students, complete student information on test materials, read directions, and collect and count test materials at the end of each testing session.

Day 1—Grades 3 through 8 Writing Tests

The **Grade 3** writing test is to be administered in two sessions of one hour each with a significant break after the first one-hour session.

The **Grades 4 and 5** writing test is to be administered in two sessions of one hour each with a significant break after the first one-hour session.

The **Grades 6, 7, and 8** writing test is to be administered in one session of two hours with a stretch break after the first hour.

Day 2—Grades 3 through 8 Reading and Mathematics Tests, Part 1

Part 1 of the Grades 3 through 8 reading test is to be administered in one session of 45–60 minutes.

Part 1 of the Grades 3 through 8 mathematics test is to be administered in one session of 45 minutes.

A significant break should be scheduled between the administration of Part 1 of the reading test and the administration of Part 1 of the mathematics test.

Day 3—Grades 3 through 8 Reading and Mathematics Tests, Part 2

Part 2 of the Grades 3 through 8 reading test is to be administered in one session of 45–60 minutes.

Part 2 of the Grades 3 through 8 mathematics test is to be administered in one session of 45 minutes.

A significant break should be scheduled between the administration of Part 2 of the reading test and the administration of Part 2 of the mathematics test.

Day 4—Grades 3 through 8 Reading and Mathematics Tests, Part 3

Part 3 of the Grades 3 through 8 reading test is to be administered in one session of 45–60 minutes.

Part 3 of the Grades 3 through 8 mathematics test is to be administered in one session of 45 minutes.

A significant break should be scheduled between the administration of Part 3 of the reading test and the administration of Part 3 of the mathematics test.

A testing session is complete only when the allotted time for the session has ended or when all students present have finished the session. Students may be instructed to bring personal reading materials or classwork they can do if they finish a testing session before the allotted time has ended. Students who need additional time beyond the allotted time must be allowed to continue testing. These students may be escorted to another secure testing location at the conclusion of the allotted testing time to finish the testing session. For each day of testing and each content area, students must complete the designated sessions by the end of the school day.

For each day of testing and each content area, students must complete the designated sessions by the end of the school day.

AIMS DPA Test Materials

Spring 2007 AIMS DPA test materials to be supplied by the state include:

- ☐ AIMS DPA Test Books (Grades 3 through 8);
- ☐ AIMS DPA Answer Documents (Grades 4 through 8);
- ☐ AIMS DPA Writing Draft Booklets (Grade 3);
- ☐ *AIMS DPA Test Administration Directions*;
- ☐ student bar code labels;
- ☐ Group Information Sheets (GISs);
- ☐ School/Group Lists (SGLs); and
- ☐ return stack cards and bands.

Test materials that **must** be supplied by schools for each testing room include:

- ☐ a supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a pencil sharpener or an additional supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a "Testing—Do Not Disturb" sign; and
- ☐ commercially published paper dictionaries and commercially published paper thesauri for use on the writing test **only**.

Test Administrators must be sure to have an adequate supply of test materials available prior to testing.

AIMS DPA Test Books

For Grade 3, AIMS DPA includes one machine-scorable test book and one nonscorable writing draft booklet. Students must use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt. Only answers marked in the bubbles and on the lines provided in the test book using a No. 2 pencil will be scored.

For Grade 3, the use of scratch paper is prohibited. Students may write directly in their test books when needed. Such writing must be in pencil and must be away from the bubbles. Students may use colored pencils, pens, markers, and highlighters to mark in their nonscorable writing draft booklets as needed.

For each of Grades 4 through 8, AIMS DPA includes one nonscorable test book. The use of scratch paper is prohibited. Students may write directly in their test books when needed. Students may use colored pencils, pens, markers, and highlighters to mark in their nonscorable test books as needed.

All AIMS DPA test books are secure documents and must be returned to CTB/McGraw-Hill after testing.

*Students **must** use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt.*

Use of scratch paper is prohibited.

AIMS DPA Answer Documents

For each of Grades 4 through 8, AIMS DPA includes one machine-scorable answer document.

Students must use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt. Only answers marked or written with a No. 2 pencil will be scored.

Important Precautions for Handling Test Materials

- Do not use any test books or answer documents other than those that correspond to the Spring 2007 administration of AIMS DPA. Documents from other testing programs or from previous AIMS DPA test administrations will not be scored.
- Do not photocopy the test books, the answer documents, or the writing draft booklets.
- Do not disassemble or pull pages from the answer documents or Grade 3 test books.
- Do not use "sticky" notes, paperclips, tape, staples, or glue on the answer documents or the Grade 3 test books.
- Do not allow students to use extra paper to write their responses for the writing test. Only answers written on the pages designated "Final Copy" will be scored.
- Do not allow students to use correction fluid on the answer documents or Grade 3 test books. If an error is made in filling in a bubble or in the final response to the writing prompt, the student should erase the error completely and make the correction using a No. 2 pencil.
- Do not allow students to use colored pencils, pens, markers, or highlighters to respond to multiple-choice questions or to writing prompts.

Test Administration Guidelines

Defective Test Materials

Defective test materials (i.e., test books, answer documents, and writing draft booklets that are damaged or incorrectly assembled, or that have pages that are missing or out of order) must be replaced immediately. Defective test books, answer documents, and writing draft booklets must be returned to the Test Coordinator at the conclusion of the test administration.

Students Who Leave the Room During Testing

Students may be allowed to go to the restroom, if necessary, during testing. However, only one student may leave at a time. The student's test materials must be collected before the student leaves the room and then given back to the student upon returning to the room.

Students Who Are Dismissed for Health Reasons

Students who become ill after starting a testing session and must leave the classroom before completing that testing session of AIMS DPA are ineligible to continue that testing session or to make-up that testing session.

Test materials that have been contaminated with blood, vomit, or other bodily fluids are not to be returned to CTB/McGraw-Hill. Follow the directions of your Test Coordinator for the proper handling of contaminated test materials.

Disruptive Students

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behavior not consistent with acceptable classroom behavior should be subject to the disciplinary procedures established by the school for such occurrences. The Test Administrator should gather the disruptive student's test materials and inform the student that the opportunity to participate in the test has been revoked, and that appropriate notification will be placed in the student's cumulative folder.

The Arizona Department of Education recommends that the student's parents or guardians receive written notification of the incident and its consequences.

Monitoring Testing

During the administration of AIMS DPA, Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test. Students should be allowed to work at their own pace.

Test Administrators and Proctors should:

- ☐ supervise the room at all times during testing;
- ☐ answer student questions that pertain **only** to the clarification of test administration directions;
- ☐ verify that students are marking their answers to multiple-choice questions or writing their drafts and final responses to the writing prompt in the proper locations in their Grade 3 writing draft booklets and test books or Grades 4 through 8 answer documents; and
- ☐ check for a large number of erasures—these may indicate that a student is confused about the directions.

When a student has finished a testing session, the Test Administrator should collect the student's test materials. Once the test materials have been collected, the student may then read or do classwork silently while waiting for the scheduled testing session to end.

See "Test Administration Security Procedures" on page 3 and "AIMS DPA Test Books" and "AIMS DPA Answer Documents" on pages 6 and 7 in this document for additional guidelines regarding the monitoring of testing.

Use of Resources

Math manipulatives, charts, and aids, including, but not limited to, a ruler, number line, compass, and an abacus, may **not** be used on any portion of AIMS DPA. Students in Grades 6, 7, and 8 may use the AIMS Reference Sheet, included in the test book, during the Mathematics portion of AIMS DPA.

Electronic devices, including, but not limited to, computers, calculators, cell phones, digital watches, personal digital assistants, and portable music players, are prohibited for the duration of the test administration.

Students may use a commercially published paper dictionary and/or a commercially published paper thesaurus for the writing test **only**, although neither item is required to be used by students. Several copies of each of these items **must** be available in the event students choose to use them. Dictionaries and thesauri may **not** be used for the reading test or the mathematics test.

Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test.

Refer to “Testing Accommodations: Guidelines for 2006–2007” on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering for information regarding the use of resources for students who are eligible for testing accommodations.

Student Identification Information

Student identification information to be completed **by the student** is located on the front covers of the Grades 3 through 8 test books and on the front covers of the Grades 4 through 8 answer documents. Student identification information to be completed by the student includes Student Name, Teacher, School, and District. Prior to test administration, and before distributing test books and answer documents to students, the Test Administrator should write the names of the teacher, the school, and the school district on the board in a visible location. Directions to be read to students regarding the completion of this information on each of the AIMS DPA test materials are included in this document with the administration directions for each day and content area of AIMS DPA.

Student Bar Code Labels

Student bar code labels are to be affixed in the proper location on the front covers of the AIMS DPA Grade 3 test books and Grades 4 through 8 answer documents. Only student bar code labels provided for the Spring 2007 administration of AIMS DPA are to be used on AIMS DPA test books and answer documents. Student bar code labels are not to be saved for use on another AIMS DPA administration. Any student bar code labels that are not used during the Spring 2007 administration of AIMS DPA are to be returned with nonscorable test materials.

If a student bar code label is **not** available, the student demographic data grid located on the back covers of the Grade 3 test book and Grades 4 through 8 answer documents **must** be completed. If a student bar code label contains an incorrect SAIS Number, do not use the bar code label but instead complete the demographic data grid for that student. Instructions for completing the demographic data grid can be found in the Appendix on page 58 in this document. If a student bar code label is used, the demographic data grid is **not** to be completed.

For any student who receives standard or alternate accommodations, the fields for these accommodations found on the inside front covers of the Grade 3 test books and Grades 4 through 8 answer documents **must** be completed **even if a student bar code label is used**. See the Appendix in this document for instructions.

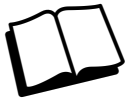
Only student bar code labels provided for the Spring 2007 administration of AIMS DPA are to be used on AIMS DPA test books and answer documents.

Explanation of Test Administration Symbols

As you read the test administration directions for AIMS DPA, you will see the following symbols. They are used to guide you through the administration of each test and to help you ensure proper testing procedures throughout each testing session. Please review the test administration directions in advance to become familiar with these symbols and testing procedures.



This symbol indicates the directions you are to read aloud to the students. The text is printed in bold type.



This symbol indicates places where you should use a test book, answer document, or writing draft booklet to show sample items or to make sure students have turned to the correct page.

Text Printed in Italics Information that is provided for the Test Administrator and that should **not** be read aloud to the students is printed in italics.

Since this manual is designed for use in administering AIMS DPA in all Grades 3 through 8, some language in the script is specific to certain grades. Test Administrators are encouraged to read the script in advance of the test administration and highlight the portions that are relevant for the grade level being tested.

AIMS DPA Testing—Day 1

Administering the Grade 3 Writing Test Session 1

For the writing test, it is important to note that students must address the writing prompt in their final responses. In addition, although students are not required to use either cursive or printed letters to write their final responses, their responses must be legible. Please be sure to emphasize these points to students where indicated in the test administration directions.

Before distributing the Grade 3 test books and writing draft booklets to students, write on the board the names of the teacher, the school, and the school district.

*Distribute the test books and the writing draft booklets to students. Students **must** use the same test materials for each content area for the entire four-day AIMS DPA test administration period.*

*Students **may** use commercially published paper dictionaries and thesauri for the writing test.*

Students **may**
use commercially
published paper
dictionaries and
thesauri for the
writing test.



This is Day 1 of four days of testing as part of Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA). Today you will be taking the writing test.

Do not open your test book until I tell you to do so. Talking during the test is not allowed.



Hold up a test book and a writing draft booklet and point to the lines on the front covers labeled "Student Name."



On the front cover of your test book, write your name on the line labeled "Student Name."

On the front cover of your draft booklet, write your name on the line labeled "Student Name."

Point to the information that you have written on the board.



On the front cover of your test book, complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

Pause. Make sure students complete information correctly.

AIMS DPA Testing—Day 1 (continued)

SAY In your test book, there is a writing prompt. In your draft booklet, there are a Prewriting and Planning page, two Draft pages and a Writer's Checklist.



Hold up the writing draft booklet. As you refer to the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages, point to each page.

SAY In Session 1 of the test, you will read the writing prompt in your test book and then use the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages in your draft booklet to plan and write your first draft. What you write on these pages will not be scored.

Pause, and then continue.

SAY In Session 2 of the test, you will use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final response. You may use a dictionary or a thesaurus.

Point to the location in the room where dictionaries and thesauri are stored.



Hold up the test book. Point to the pages designated "Final Copy."

SAY When you have finished reviewing your draft, you will write your final response in your test book on pages 2 and 3 designated "Final Copy." As you write your final response, be sure to follow these rules:

Use a No. 2 pencil. Do not write beyond pages 2 and 3. Responses extending beyond the space provided will not be scored. Write only on the lines provided. Your final response may be in cursive or printed letters. However, it is important that your response be legible. It is also important to remember that your work must address the writing prompt provided in the test book.

Are there any questions?

Pause to answer any questions, and then continue.

AIMS DPA Testing—Day 1 (continued)



Follow the directions that appear in the test book. You will begin by planning and writing your first draft in your draft booklet. When you have completed your planning and your draft, close your test book and draft booklet. Place your draft booklet on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Session 1 of the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.



Open your test book to the writing prompt on page 1 and your draft booklet to the “Prewriting and Planning” page.

Make sure all students have turned to the correct page in their test books and draft booklets.



You will use the directions on this page of your test book and the directions in your draft booklet to complete your planning and your draft. After one hour, you will be asked to stop for a break.

You may now read the writing prompt and begin planning and writing your draft.

While students are taking Session 1 of the writing test, move around the room to make sure students are progressing through Session 1.

Most students should have time to finish Session 1 of the writing test during the allotted one-hour testing session. At the end of the one-hour testing session, identify those students who require additional time to complete their draft. Follow the procedures established by your Test Coordinator for these students who need additional time to complete their draft. However, if all students finish Session 1 before the end of the allotted time, end the testing session. When all students have finished Session 1 or the allotted time for the testing session has ended, proceed as follows:

AIMS DPA Testing—Day 1 (continued)

SAY This is the end of Session 1 of the writing test.

*Collect all remaining test materials from the students. All test books and writing draft booklets are secure documents and must be accounted for at the end of each testing session. Missing test books and writing draft booklets **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of Session 2 of the writing test.*

Break. At the conclusion of Session 1 of the writing test, there should be a significant break so students may be refreshed before continuing with the test. Follow your Test Coordinator's instructions for providing this significant break.

Following the break, continue with the test administration.

Administering the Grade 3 Writing Test Session 2

Grade 3 Writing
Test, Session 2

No student should begin working on Session 2 of the Grade 3 writing test until Session 1 has been completed.

Make sure all students have the same test books and writing draft booklets that they used in Session 1.

SAY Please check to see that the test book and writing draft booklet in front of you has your name on the front covers. Now you are going to work on Session 2 of the writing test. Open your test book to page 2 and your writing draft booklet to the "Draft" pages.

Make sure all students have turned to the correct pages in their test books and writing draft booklets.

SAY You will use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final version.

Be sure to write your final response in your test book on pages 2 and 3 designated "Final Copy." Make sure that your final response is legible and that you completely erase any stray marks. When you have finished writing your response, remember to reread it and make any necessary edits. When you are satisfied with your final response, close your test book and draft booklet. Place your draft booklet on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the

AIMS DPA Testing—Day 1 (continued)

SAY conclusion of the testing session. This is not a timed test. If you have not completed Session 2 of the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

While students are taking Session 2 of the writing test, move around the room to make sure students are progressing through Session 2.

Most students should have time to finish Session 2 of the writing test during the allotted one-hour testing session. At the end of the one-hour testing session, identify those students who require additional time to complete Session 2 of the writing test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Session 2 of the writing test. However, if all students finish Session 2 before the end of the allotted time, end the testing session. When all students have finished Session 2 or the allotted time for the testing session has ended, proceed as follows:

SAY This is the end of the writing test. This is also the end of Day 1 of AIMS DPA testing.

*Collect all remaining test materials from the students. All test books and writing draft booklets are secure documents and must be accounted for at the end of each testing session. Missing test books and writing draft booklets **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day. Students **must** use the same test materials for the entire four-day AIMS DPA test administration period.*

AIMS DPA Testing—Day 1 (continued)

Administering the Grades 4 and 5 Writing Test Session 1

For the writing test, it is important to note that students must address the writing prompt in their final responses. In addition, although students are not required to use either cursive or printed letters to write their final responses, their responses must be legible. Please be sure to emphasize these points to students where indicated in the test administration directions.

Before distributing the Grades 4 and 5 test books and answer documents to students, write on the board the names of the teacher, the school, and the school district.

*Distribute the test books and the answer documents to students. Students **must** use the same test materials for each content area for the entire four-day AIMS DPA test administration period.*

*Students **may** use commercially published paper dictionaries and thesauri for the writing test.*

Grades 4 and 5
Writing Test,
Session 1

Students **may**
use commercially
published paper
dictionaries and
thesauri for the
writing test.

SAY This is Day 1 of four days of testing as part of Arizona’s Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA). Today you will be taking the writing test.

Do not open your test book until I tell you to do so. Talking during the test is not allowed.



Hold up a test book and an answer document and point to the lines on the front covers labeled “Student Name.”

SAY On the front cover of your test book, write your name on the line labeled “Student Name.”

On the front cover of your answer document, write your name on the line labeled “Student Name.”

Point to the information that you have written on the board.

SAY On the front cover of your test book, complete the lines labeled “Teacher,” “School,” and “District” with the information shown on the board.

Pause. Make sure students complete information correctly.

AIMS DPA Testing—Day 1 (continued)

- SAY** Turn to the inside front cover of your answer document. In the upper right-hand portion of the page you will find the place to indicate the letter of your test form. Fill in the bubble for the letter of the test form indicated on the cover of your test book.

Pause. Make sure students have marked the correct test form bubble in their answer document.

- SAY** In your test book, there is writing prompt, and there are a Prewriting and Planning page, two Draft pages and a Writer's Checklist.



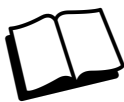
Hold up the test book. As you refer to the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages, point to each page.

- SAY** In Session 1 of the test, you will read the writing prompt in your test book and then use the "Prewriting and Planning," "Draft," and "Writer's Checklist" to plan and write your first draft. What you write on these pages will not be scored.

Pause, and then continue.

- SAY** In Session 2 of the test, you will use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final response. You may use a dictionary or a thesaurus.

Point to the location in the room where dictionaries and thesauri are stored.



Hold up the answer document. Point to the pages designated "Final Copy."

- SAY** When you have finished reviewing your draft, you will write your final response in your answer document on pages 2 and 3 designated "Final Copy." As you write your final response, be sure to follow these rules:

AIMS DPA Testing—Day 1 (continued)



Use a No. 2 pencil. Do not write beyond pages 2 and 3. Responses extending beyond the space provided will not be scored. Write only on the lines provided. Your final response may be in cursive or printed letters. However, it is important that your response be legible. It is also important to remember that your work must address the writing prompt provided in the test book.

Are there any questions?

Pause to answer any questions, and then continue.



Open your answer document to page 1.

Make sure all students have turned to the correct page in their answer documents.



Read along silently while I read aloud.

When you finish the Writing test, you will see the following stop sign.



When you see this stop sign, do **not** go on to the next part in the test book.

- Use a No. 2 pencil.
- Do not write beyond pages 2 and 3.
- Write only on the lines provided.

Are there any questions?

Pause to answer any questions, and then continue.



Now close your answer document and set it aside for now.

Pause while students close their answer documents, and then proceed with the test administration.

AIMS DPA Testing—Day 1 (continued)

SAY Follow the directions that appear in the test book. You will begin by planning and writing your first draft in your test book. When you have completed your planning and your draft, close your test book. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Session 1 of the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Open your test book to the writing prompt on page 1.

Make sure all students have turned to the correct page in their test books.

SAY You will use the directions on this page to complete your planning and your draft. After one hour, you will be asked to stop for a break.

You may now read the writing prompt and begin planning and writing your draft.

While students are taking Session 1 of the writing test, move around the room to make sure students are progressing through Session 1.

Most students should have time to finish Session 1 of the writing test during the allotted one-hour testing session. At the end of the one-hour testing session, identify those students who require additional time to complete their draft. Follow the procedures established by your Test Coordinator for these students who need additional time to complete their draft. However, if all students finish Session 1 before the end of the allotted time, end the testing session. When all students have finished Session 1 or the allotted time for the session has ended, proceed as follows:

SAY This is the end of Session 1 of the writing test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of Session 2 of the writing test.*

AIMS DPA Testing—Day 1 (continued)

Break. At the conclusion of Session 1 of the writing test, there should be a significant break so students may be refreshed before continuing with the test. Follow your Test Coordinator's instructions for providing this significant break.

Following the break, continue with the test administration.

Administering the Grades 4 and 5 Writing Test Session 2

No student should begin working on Session 2 of the Grades 4 and 5 writing test until Session 1 has been completed.

Make sure all students have the same test books and answer documents that they used in Session 1.

Grades 4 and 5
Writing Test,
Session 2

SAY Please check to see that the test book and answer document in front of you has your name on the front covers. Now you are going to work on Session 2 of the writing test. Open your test book to page 5 and your answer document to the "Final Copy" pages.

Make sure all students have turned to the correct pages in their test books and answer documents.

SAY You will use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final version.

Be sure to write your final response in your answer document on pages 2 and 3 designated "Final Copy." Make sure that your final response is legible and that you completely erase any stray marks. When you have finished writing your response, remember to reread it and make any necessary edits. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Session 2 of the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

AIMS DPA Testing—Day 1 (continued)

While students are taking Session 2 of the writing test, move around the room to make sure students are progressing through Session 2.

Most students should have time to finish Session 2 of the writing test during the allotted one-hour testing session. At the end of the one-hour testing session, identify those students who require additional time to complete Session 2 of the writing test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Session 2 of the writing test. However, if all students finish Session 2 before the end of the allotted time, end the testing session. When all students have finished Session 2 or the allotted time for the testing session has ended, proceed as follows:



This is the end of the writing test. This is also the end of Day 1 of AIMS DPA testing.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day. Students **must** use the same test materials for the entire four-day AIMS DPA test administration period.*

AIMS DPA Testing—Day 1 (continued)

Administering the Grades 6, 7, and 8 Writing Test

For the writing test, it is important to note that students must address the writing prompt in their final responses. In addition, although students are not required to use either cursive or printed letters to write their final responses, their responses must be legible. Please be sure to emphasize these points to students where indicated in the test administration directions.

Before distributing the Grades 6, 7, and 8 test books and answer documents to students, write on the board the names of the teacher, the school, and the school district.

*Distribute the test books and the answer documents to students. Students **must** use the same test materials for each content area for the entire four-day AIMS DPA test administration period.*

*Students **may** use commercially published paper dictionaries and thesauri for the writing test.*

*Grades 6, 7, and 8
Writing Test*



This is Day 1 of four days of testing as part of Arizona’s Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA). Today you will be taking the writing test.

Do not open your test book until I tell you to do so. Talking during the test is not allowed.

*Students **may** use commercially published paper dictionaries and thesauri for the writing test.*



Hold up a test book and an answer document and point to the lines on the front covers labeled “Student Name.”



On the front cover of your test book, write your name on the line labeled “Student Name.”

On the front cover of your answer document, write your name on the line labeled “Student Name.”

Point to the information that you have written on the board.



On the front cover of your test book, complete the lines labeled “Teacher,” “School,” and “District” with the information shown on the board.

Pause. Make sure students complete information correctly.

AIMS DPA Testing—Day 1 (continued)



Turn to the inside front cover of your answer document. In the upper right-hand portion of the page you will find the place to indicate the letter of your test form. Fill in the bubble for the letter of the test form indicated on the cover of your test book.

Pause. Make sure students have marked the correct test form bubble in their answer document.



In your test book, there is a writing prompt, and there are a Prewriting and Planning page, two Draft pages and a Writer's Checklist.



Hold up the test book. As you refer to the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages, point to each page.



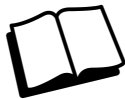
You will read the writing prompt in your test book and then use the "Prewriting and Planning," "Draft," and "Writer's Checklist" to plan and write your first draft. What you write on these pages will not be scored.

Pause, and then continue.



You will use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final response. You may use a dictionary or a thesaurus.

Point to the location in the room where dictionaries and thesauri are stored.



Hold up the answer document. Point to the pages designated "Final Copy."



When you have finished reviewing your draft, you will write your final response in your answer document on pages 2 and 3 designated "Final Copy." As you write your final response, be sure to follow these rules:

AIMS DPA Testing—Day 1 (continued)



Use a No. 2 pencil. Do not write beyond pages 2 and 3. Responses extending beyond the space provided will not be scored. Write only on the lines provided. Your final response may be in cursive or printed letters. However, it is important that your response be legible. It is also important to remember that your work must address the writing prompt provided in the test book.

Are there any questions?

Pause to answer any questions, and then continue.



Open your answer document to page 1.

Make sure all students have turned to the correct page in their answer documents.



Read along silently while I read aloud.

When you finish the Writing test, you will see the following stop sign.



When you see this stop sign, do **not** go on to the next part in the test book.

- Use a No. 2 pencil.
- Do not write beyond pages 2 and 3.
- Write only on the lines provided.

Are there any questions?

Pause to answer any questions, and then continue.



Now close your answer document and set it aside for now.

Pause while students close their answer documents, and then proceed with the test administration.

AIMS DPA Testing—Day 1 (continued)



Follow the directions that appear in the test book. You will begin by planning and writing your first draft in your test book. When you have completed your planning and your draft, write your final response in your answer document on pages 2 and 3 designated “Final Copy.” When you have finished, be sure to reread your response and make any necessary edits. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.



Open your test book to the writing prompt on page 1.

Make sure all students have turned to the correct page in their test books.



You will use the directions on this page to complete your planning and your draft. When you have completed your planning and your draft, you will then write your final response in your answer document on pages 2 and 3.

You may now read the writing prompt and begin planning and writing your draft. After one hour, you will be asked to stop for a short break.

While students are taking the writing test, move around the room to make sure students are progressing through the testing session.

Stretch Break. After one hour, have a stand-and-stretch break. Use the following instructions.



Stop. Close your test book and answer document so that you may stand and stretch. Please do not talk.

At the end of two or three minutes,

AIMS DPA Testing—Day 1 (continued)



Now be seated. Open your test book and answer document to the pages you were working on before the break.

You will now continue the writing test. Be sure to write your final response in your answer document on pages 2 and 3 designated "Final Copy." Make sure that your final response is legible and that you completely erase any stray marks. When you have finished writing your response, remember to reread it and make any necessary edits. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final version. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Most students should have time to finish the writing test during the allotted two-hour testing session. At the end of the two-hour testing session, identify those students who require additional time to complete the writing test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete the writing test. However, if all students finish the test before the end of the allotted time, end the testing session. When all students have finished the test or the allotted time for the testing session has ended, proceed as follows:



This is the end of the writing test. This is also the end of Day 1 of AIMS DPA testing.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day. Students **must** use the same test materials for the entire four-day AIMS DPA test administration period.*

AIMS DPA Testing—Day 2

Grades 3 through 8
Reading Test, Part 1

Administering Part 1 of the Grades 3 through 8 Reading Test

Before distributing the test books and answer documents to students, write on the board the names of the teacher, the school, and the school district.

Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books students used on Day 1 of AIMS DPA testing.

*Students **must** use the same test materials for each content area for the entire four-day AIMS DPA test administration period.*

*Students may **not** use dictionaries or thesauri for any part of the reading test.*

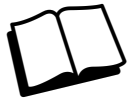
Students may **not**
use dictionaries or
thesauri for any part
of the reading test.

DAY 2



This is Day 2 of four days of testing as part of Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA).

Do not open your test book until I tell you to do so. Talking during the test is not allowed.



Hold up a Grade 4 through 8 test book and an answer document or a Grade 3 test book, and point to the lines on the front covers labeled "Student Name."



Students who participated in Day 1 of AIMS DPA testing will already have their names filled out on their test books and answer documents (for Grade 3 say test books). Please check to see that the test book and answer document (for Grade 3 say test book) in front of you has your name on the front cover.

If you did not participate in Day 1 of AIMS DPA testing, write your name on the front cover of your test book and answer document on the line labeled "Student Name" (for Grade 3 say your test book on the line labeled "Student Name").

Point to the information that you have written on the board.



Students who did participate in Day 1 of AIMS DPA testing will already have the names of their Teacher, School, and District filled out on their test books and answer documents (for Grade 3 say test books).

AIMS DPA Testing—Day 2 (continued)

SAY If you did participate in Day 1 of AIMS DPA testing and have a different teacher for today, Day 2 of AIMS DPA testing, add the teacher's name shown on the board to the line labeled "Teacher" on your test book and answer document (*for Grade 3 say test book*).

If you did not participate in Day 1 of AIMS DPA testing, complete the lines labeled "Teacher," "School," and "District" on the front covers of your test book and answer document with the information shown on the board (*for Grade 3 say your test book with the information shown on the board*).

Pause. Make sure students complete information correctly. Students may have more than one teacher's name written on their test materials.

SAY Today you will be taking Part 1 of the reading test and Part 1 of the mathematics test. You will begin with Part 1 of the reading test. The test book contains several passages followed by multiple-choice questions. You will read a passage and then answer the multiple-choice questions that follow. You may refer back to the passage when answering the questions.

You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. (*For Grade 3 say You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.*)

To answer a multiple-choice question, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers. You may not use a dictionary or a thesaurus for any part of this test.

Read the following for Grades 4 through 8 only.

SAY Open your answer document to page 5.

Make sure all students have turned to the correct page in their answer documents.

SAY Read along silently while I read aloud.

AIMS DPA Testing—Day 2 (continued)



As you finish each part of the test, you will see the following stop sign.

Stop 

When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely.
- All other bubbles are empty.

You may not go back to any other portion of this answer document at any time.

Are there any questions?

Pause to answer any questions.

Proceed with the test administration for Grades 3 through 8.



Open your test book to (for Grade 4 say page 7; for Grade 5 say page 7; for Grade 6 say page 7; for Grade 7 say page 7; for Grade 8 say page 7); and in your answer document turn to page 6. (For Grade 3 say Open your test book to page 5.)

Make sure all students have turned to the correct pages in their test materials, and then continue.



We will begin by doing two sample multiple-choice questions.

These are the types of questions you will be answering during this session. For each sample, you will read the question in your test book, then fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.



Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose. (For Grade 3 say

AIMS DPA Testing—Day 2 (continued)

SAY Read Sample A in your test book, then fill in the bubble for the answer you choose.) When you have finished Sample A, stop working.

Give students time to answer Sample A, and then continue.

SAY The correct answer for Sample A is "A." (For Grade 3 say The correct answer is the first bubble.)

Pause, and then continue.

SAY Now read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose. (For Grade 3 say Read Sample B in your test book, then fill in the bubble for the answer you choose.) When you have finished Sample B, stop working.

Give students time to answer Sample B, and then continue.

SAY The correct answer for Sample B is "C." (For Grade 3 say The correct answer is the third bubble.)

Pause, and then continue.

SAY Follow the directions that appear throughout the test book and mark your answers in the answer document (for Grade 3 say in the test book). Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 1 of the reading test, you may go back and check your work for Part 1 of the reading test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document. (For Grade 3 say When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.)

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 1 of the reading test at the conclusion of the testing session, you will be

AIMS DPA Testing—Day 2 (continued)



allowed to continue working. However, you must complete Part 1 of the reading test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.



Now turn to the next page of Part 1 of the reading test in your test book.

Make sure all students have turned to the correct page in their test books.



You may begin Part 1 of the reading test.

While students are taking Part 1 of the reading test, move around the room to make sure students are progressing through Part 1.

Most students should have time to finish Part 1 of the reading test during the allotted forty-five- to sixty-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 1 of the reading test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 1 of the reading test. However, if all students finish Part 1 before the end of the allotted time, end the testing session. When all students have finished Part 1 or the allotted time for the testing session has ended, proceed as follows:



This is the end of Part 1 of the reading test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of Part 1 of the mathematics test.*

Break. At the conclusion of Part 1 of the reading test, there should be a significant break so students may be refreshed before Part 1 of the mathematics test. Follow your Test Coordinator's instructions for providing this break.

Following the break, continue with the test administration.

Administering Part 1 of the Grades 3 through 8 Mathematics Test

No student should begin working on Part 1 of the mathematics test until Part 1 of the reading test has been completed.

AIMS DPA Testing—Day 2 (continued)

Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books students used in Part 1 of the reading test.

*Students **must** use the same test materials for each content area for the entire four-day AIMS DPA test administration period.*

*Students may **not** use calculators for any part of the mathematics test. Students may **not** use scratch paper for any part of the mathematics test.*

*Students may **not** use calculators for any part of the mathematics test.*



Please check to see that the test book and answer document (for Grade 3 say test book) in front of you has your name on the front cover.

This is Day 2 of four days of testing as part of Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA). You will now take Part 1 of the mathematics test.

Do not open your test book until I tell you to do so. Talking during the test is not allowed.

The test book contains mathematics problems. You will read a problem and then answer the multiple-choice question that follows.

You may not use scratch paper. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. (For Grade 3 say You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.)

*Students may **not** use scratch paper for any part of the mathematics test.*

To answer a multiple-choice question, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers. You may not use a calculator for any part of this test.

Pause, and then continue.

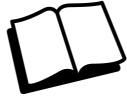
Read the following instructions for Grades 6 through 8 only.

DAY 2

AIMS DPA Testing—Day 2 (continued)



Open your test book to (for Grade 6 say page 101; for Grade 7 say page 109; for Grade 8 say page 101); and look at the AIMS Reference Sheet.



Hold up the test book and point to the page designated “AIMS Reference Sheet.”

Make sure all students have turned to the correct page in their test books.



You may use the information from this reference sheet at any time during the test. You may fold down the upper corner of this page. This will make it easier to find the reference sheet while you are working on the mathematics test.

Pause, and then continue.

Read the following instructions for Grades 4 through 8 only.



Open your answer document to page 5.

Make sure all students have turned to the correct page in their answer documents.



Read along silently while I read aloud.

As you finish each part of the test, you will see the following stop sign.

Stop 

When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely.
- All other bubbles are empty.

You may **not** go back to any other portion of this answer document at any time.

Are there any questions?

Pause to answer any questions.

AIMS DPA Testing—Day 2 (continued)

Proceed with the test administration for Grades 3 through 8.

SAY Open your test book to (for Grade 4 say page 55; for Grade 5 say page 57; for Grade 6 say page 63; for Grade 7 say page 65; for Grade 8 say page 65); and in your answer document turn to page 8. (For Grade 3 say Open your test book to page 57.)

Make sure all students have turned to the correct pages in their test materials, and then continue.

SAY We will begin by doing two sample multiple-choice questions.

These are the types of questions you will be answering during this session. For each sample, you will read the question in your test book, then fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.

SAY Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose. (For Grade 3 say Read Sample A in your test book, then fill in the bubble for the answer you choose.) When you have finished Sample A, stop working.

Give students time to answer Sample A, and then continue.

SAY The correct answer for Sample A is "D." (For Grade 3 say The correct answer is the fourth bubble.)

Pause, and then continue.

SAY Now read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose. (For Grade 3 say Read Sample B in your test book, then fill in the bubble for the answer you choose.) When you have finished Sample B, stop working.

Give students time to answer Sample B, and then continue.

SAY The correct answer for Sample B is "B." (For Grade 3 say The correct answer is the second bubble.)

Pause, and then continue.

AIMS DPA Testing—Day 2 (continued)



Follow the directions that appear throughout the test book and mark your answers in the answer document (*for Grade 3 say in the test book*). Please answer all questions. Questions left blank are scored as incorrect. When you finish Part 1 of the mathematics test, you may go back and check your work for Part 1 of the mathematics test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. It is not necessary to erase your scratch work in the test book.

When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document. (*For Grade 3 say When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.*)

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 1 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 1 of the mathematics test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.



Now turn to the next page of Part 1 of the mathematics test in your test book.

Make sure all students have turned to the correct page in their test books.



You may begin Part 1 of the mathematics test.

While students are taking Part 1 of the mathematics test, move around the room to make sure students are progressing through Part 1.

Most students should have time to finish Part 1 of the mathematics test during the allotted forty-five minute testing session. At the end of the forty-five minute testing session, identify those students who require additional time to complete Part 1 of the mathematics test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 1 of the mathematics test. However, if all students finish Part 1 before the end of the

AIMS DPA Testing—Day 2 (continued)

allotted time, end the testing session. When all students have finished Part 1 or the allotted time for the testing session has ended, proceed as follows:



This is the end of Part 1 of the mathematics test. This is also the end of Day 2 of AIMS DPA testing.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the test materials are returned to the Test Coordinator at the end of the testing day. Students **must** use the same test materials for the entire four-day AIMS DPA test administration period.*

AIMS DPA Testing—Day 3

*Grades 3 through 8
Reading Test, Part 2*

Administering Part 2 of the Grades 3 through 8 Reading Test

Before distributing the test books and answer documents to students, write on the board the names of the teacher, the school, and the school district.

Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books students used on Day 1 and Day 2 of AIMS DPA testing.

*Students **must** use the same test materials for each content area for the entire four-day AIMS DPA test administration period.*

*Students may **not** use dictionaries or thesauri for any part of the reading test.*

*Students may **not**
use dictionaries or
thesauri for any part
of the reading test.*



This is Day 3 of four days of testing as part of Arizona’s Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA).

Do not open your test book until I tell you to do so. Talking during the test is not allowed.



Hold up a Grade 4 through 8 test book and an answer document or a Grade 3 test book, and point to the lines on the front covers labeled “Student Name.”



Students who participated in Day 1 or Day 2 of AIMS DPA testing will already have their names filled out on their test books and answer documents (for Grade 3 say test books). Please check to see that the test book and answer document (for Grade 3 say test book) in front of you has your name on the front cover.

If this is your first day of AIMS DPA testing, write your name on the front cover of your test book and answer document on the line labeled “Student Name” (for Grade 3 say your test book on the line labeled “Student Name”).

Point to the information that you have written on the board.



Students who did participate in Day 1 or Day 2 of AIMS DPA testing will already have the names of their Teacher, School, and District filled out on their test book and answer documents (for Grade 3 say test books).

AIMS DPA Testing—Day 3 (continued)

SAY If you did participate in Day 1 or Day 2 of AIMS DPA testing and have a different teacher for today, Day 3 of AIMS DPA testing, add the teacher's name shown on the board to the line labeled "Teacher" on your test book and answer document (*for Grade 3 say on your test book*).

If this is your first day of AIMS DPA testing, complete the lines labeled "Teacher," "School," and "District" on the front covers of your test books and answer documents with the information shown on the board (*for Grade 3 say your test books with the information shown on the board*).

Pause. Make sure students complete information correctly. Students may have more than one teacher's name written on their test materials.

SAY Today you will be taking Part 2 of the reading test and Part 2 of the mathematics test. You will begin with Part 2 of the reading test. The test book contains several passages followed by multiple-choice questions. You will read a passage and then answer the multiple-choice questions that follow. You may refer back to the passage when answering the questions.

You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. (*For Grade 3 say You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.*)

To answer a multiple-choice question, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

You may not use a dictionary or thesaurus for any part of this test.

Read the following for Grades 4 through 8 only.

SAY Open your answer document to page 5.

Make sure all students have turned to the correct page in their answer documents.

AIMS DPA Testing—Day 3 (continued)



Read along silently while I read aloud.

As you finish each part of the test, you will see the following stop sign.



When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely.
- All other bubbles are empty.

You may **not** go back to any other portion of this answer document at any time.

Are there any questions?

Pause to answer any questions.

Proceed with the test administration for Grades 3 through 8.



Open your test book to (for Grade 4 say page 21; for Grade 5 say page 25; for Grade 6 say page 27; for Grade 7 say page 27; for Grade 8 say page 27); and in your answer document turn to page 6. (For Grade 3 say Open your test book to page 23.)

Make sure all students have turned to the correct pages in their test materials, and then continue.



We will begin by doing one sample multiple-choice question.

This is the type of question you will be answering during this session. Read the question, then fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.



Read Sample C in your test book, then fill in the bubble in your answer document for the answer you choose. (For Grade 3 say

AIMS DPA Testing—Day 3 (continued)

SAY Read Sample C in your test book, then fill in the bubble for the answer you choose.) When you have finished Sample C, stop working.

Give students time to answer Sample C, and then continue.

SAY The correct answer for Sample C is "B." (For Grade 3 say The correct answer is the second bubble.)

Pause, and then continue.

SAY Follow the directions that appear throughout the test book and mark your answers in the answer document (for Grade 3 say in the test book). Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 2 of the reading test, you may go back and check your work for Part 2 of the reading test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document. (For Grade 3 say When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.)

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 2 of the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 2 of the reading test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Now turn to the next page of Part 2 of the reading test in your test book.

Make sure all students have turned to the correct page in their test books.

AIMS DPA Testing—Day 3 (continued)



You may begin Part 2 of the reading test.

While students are taking Part 2 of the reading test, move around the room to make sure students are progressing through Part 2.

Most students should have time to finish Part 2 of the reading test during the allotted forty-five- to sixty-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 2 of the reading test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 2 of the reading test. However, if all students finish Part 2 before the end of the allotted time, end the testing session. When all students have finished Part 2 or the allotted time for the testing session has ended, proceed as follows:



This is the end of Part 2 of the reading test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of Part 2 of the mathematics test.*

Break. At the conclusion of Part 2 of the reading test, there should be a significant break so students may be refreshed before Part 2 of the mathematics test. Follow your Test Coordinator's instructions for providing this break.

Following the break, continue with the test administration.

Administering Part 2 of the Grades 3 through 8 Mathematics Test

No student should begin working on Part 2 of the mathematics test until Part 2 of the reading test has been completed.

Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books students used in Part 2 of the reading test.

*Students **must** use the same test materials for each content area for the entire four-day AIMS DPA test administration period.*

*Students may **not** use calculators for any part of the mathematics test. Students may **not** use scratch paper for any part of the mathematics test.*



Please check to see that the test book and answer document (for Grade 3 say test book) in front of you has your name on the front cover.

AIMS DPA Testing—Day 3 (continued)



This is Day 3 of four days of testing as part of Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA). You will now take Part 2 of the mathematics test.

Do not open your test book until I tell you to do so. Talking during the test is not allowed.

The test book contains mathematics problems. You will read a problem and then answer the multiple-choice question that follows.

You may not use scratch paper. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. (For Grade 3 say You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.)

*Students may **not** use scratch paper for any part of the mathematics test.*

To answer a multiple-choice question, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers. You may not use a calculator for any part of this test.

Pause, and then continue.

Read the following instructions for Grades 6 through 8 only.



Open your test book to (for Grade 6 say page 101; for Grade 7 say page 109; for Grade 8 say page 101); and look at the AIMS Reference Sheet.



Hold up the test book and point to the page designated "AIMS Reference Sheet."

Make sure all students have turned to the correct page in their test books.



You may use the information from this reference sheet at any time during the test. You may fold down the upper corner of this page. This will make it easier to find the reference sheet while you are working on the mathematics test.

AIMS DPA Testing—Day 3 (continued)

Pause, and then continue.

Read the following for Grades 4 through 8 only.



Open your answer document to page 5.

Make sure all students have turned to the correct page in their answer documents.



Read along silently while I read aloud.

As you finish each part of the test, you will see the following stop sign.



When you see this stop sign, do not go on to the next part in the test book. Check to be sure that:

- **Every question in that part of the test book has been answered.**
- **The bubbles for your answers are filled in completely.**
- **All other bubbles are empty.**

You may not go back to any other portion of this answer document at any time.

Are there any questions?

Pause to answer any questions.

Proceed with the test administration for Grades 3 through 8.



Open your test book to (for Grade 4 say page 67; for Grade 5 say page 71; for Grade 6 say page 75; for Grade 7 say page 77; for Grade 8 say page 77); and in your answer document turn to page 8. (For Grade 3 say Open your test book to page 71.)

Make sure all students have turned to the correct pages in their test materials, and then continue.



We will begin by doing one sample multiple-choice question.

AIMS DPA Testing—Day 3 (continued)

SAY This is the type of question you will be answering during this session. Read the question, then fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.

SAY Read Sample C in your test book, then fill in the bubble in your answer document for the answer you choose. *(For Grade 3 say Read Sample C in your test book, then fill in the bubble for the answer you choose.)* When you have finished Sample C, stop working.

Give students time to answer Sample C, and then continue.

SAY The correct answer for Sample C is "D." *(For Grade 3 say The correct answer is the fourth bubble.)*

Pause, and then continue.

SAY Follow the directions that appear throughout the test book and mark your answers in the answer document *(for Grade 3 say in the test book)*. Please answer all questions. Questions left blank are scored as incorrect. When you finish Part 2 of the mathematics test, you may go back and check your work for Part 2 of the mathematics test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. It is not necessary to erase your scratch work in the test book.

When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document. *(For Grade 3 say When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.)*

AIMS DPA Testing—Day 3 (continued)

SAY You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 2 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 2 of the mathematics test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Now turn to the next page of Part 2 of the mathematics test in your test book.

Make sure all students have turned to the correct page in their test books.

SAY You may begin Part 2 of the mathematics test.

While students are taking Part 2 of the mathematics test, move around the room to make sure students are progressing through Part 2.

Most students should have time to finish Part 2 of the mathematics test during the allotted forty-five-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 2 of the mathematics test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 2 of the mathematics test. However, if all students finish Part 2 before the end of the allotted time, end the testing session. When all students have finished Part 2 or the allotted time for the testing session has ended, proceed as follows:

SAY This is the end of Part 2 of the mathematics test. This is also the end of Day 3 of AIMS DPA testing.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the test materials are returned to the Test Coordinator at the end of the testing day. Students **must** use the same test materials for the entire four-day AIMS DPA test administration period.*

AIMS DPA Testing—Day 4

Administering Part 3 of the Grades 3 through 8 Reading Test

*Grades 3 through 8
Reading Test, Part 3*

Before distributing the test books and answer documents to students, write on the board the names of the teacher, the school, and the school district.

Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books students used on the previous days of AIMS DPA testing.

*Students **must** use the same test materials for each content area for the entire four-day AIMS DPA test administration period.*

*Students may **not** use dictionaries or thesauri for any part of the reading test.*

*Students may **not**
use dictionaries or
thesauri for any part
of the reading test.*



This is Day 4 of four days of testing as part of Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA).

Do not open your test book until I tell you to do so. Talking during the test is not allowed.



Hold up a Grade 4 through 8 test book and an answer document or a Grade 3 test book, and point to the lines on the front covers labeled "Student Name."



Students who participated in the other days of AIMS DPA testing will already have their names filled out on their test books and answer documents (for Grade 3 say test books). Please check to see that the test book and answer document (for Grade 3 say test book) in front of you has your name on the front cover.

If this is your first day of AIMS DPA testing, write your name on the front cover of your test book and answer document on the line labeled "Student Name" (for Grade 3 say your test book on the line labeled "Student Name").

Point to the information that you have written on the board.



Students who did participate in the other days of AIMS DPA testing will already have the names of their Teacher, School, and District filled out on their test book and answer documents (for Grade 3 say test books).

AIMS DPA Testing—Day 4 (continued)

SAY If you did participate in the other days of AIMS DPA testing and have a different teacher for today, Day 4 of AIMS DPA testing, add the teacher's name shown on the board to the line labeled "Teacher" on your test book and answer document (*for Grade 3 say on your test book*).

If this is your first day of AIMS DPA testing, complete the lines labeled "Teacher," "School," and "District" on the front covers of your test books and answer documents with the information shown on the board (*for Grade 3 say your test books with the information shown on the board*).

Pause. Make sure students complete information correctly. Students may have more than one teacher's name written on their test materials.

SAY Today you will be taking Part 3 of the reading test and Part 3 of the mathematics test. You will begin with Part 3 of the reading test. The test book contains several passages followed by multiple-choice questions. You will read a passage and then answer the multiple-choice questions that follow. You may refer back to the passage when answering the questions.

You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. (*For Grade 3 say You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.*)

To answer a multiple-choice question, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

You may not use a dictionary or thesaurus for any part of this test.

Read the following for Grades 4 through 8 only.

SAY Open your answer document to page 5.

Make sure all students have turned to the correct page in their answer documents.

AIMS DPA Testing—Day 4 (continued)



Read along silently while I read aloud.

As you finish each part of the test, you will see the following stop sign.



When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely.
- All other bubbles are empty.

You may not go back to any other portion of this answer document at any time.

Are there any questions?

Pause to answer any questions.

Proceed with the test administration for Grades 3 through 8.



Open your test book to (for Grade 4 say page 37; for Grade 5 say page 41; for Grade 6 say page 43; for Grade 7 say page 47; for Grade 8 say page 45); and in your answer document turn to page 6. (For Grade 3 say Open your test book to page 39.)

Make sure all students have turned to the correct pages in their test materials, and then continue.



We will begin by doing one sample multiple-choice question.

This is the type of question you will be answering during this session. Read the question, then fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.



Read Sample D in your test book, then fill in the bubble in your answer document for the answer you choose. (For Grade 3 say Read Sample D in your test book, then fill in the bubble for the

AIMS DPA Testing—Day 4 (continued)



answer you choose.) When you have finished Sample D, stop working.

Give students time to answer Sample D, and then continue.



The correct answer for Sample D is "D." (For Grade 3 say The correct answer is the fourth bubble.)

Pause, and then continue.



Follow the directions that appear throughout the test book and mark your answers in the answer document (for Grade 3 say in the test book). Please answer all questions. Questions left blank are scored as incorrect. When you finish Part 3 of the reading test, you may go back and check your work for Part 3 of the reading test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document. (For Grade 3 say When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.)

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 3 of the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 3 of the reading test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.



Now turn to the next page of Part 3 of the reading test in your test book.

Make sure all students have turned to the correct page in their test books.



You may begin Part 3 of the reading test.

While students are taking Part 3 of the reading test, move around the room to make sure students are progressing through Part 3.

AIMS DPA Testing—Day 4 (continued)

Most students should have time to finish Part 3 of the reading test during the allotted forty-five- to sixty-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 3 of the reading test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 3 of the reading test. However, if all students finish Part 3 before the end of the allotted time, end the testing session. When all students have finished Part 3 or the allotted time for the testing session has ended, proceed as follows:



This is the end of Part 3 of the reading test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of Part 3 of the mathematics test.*

Break. At the conclusion of Part 3 of the reading test, there should be a significant break so students may be refreshed before Part 3 of the mathematics test. Follow your Test Coordinator's instructions for providing this break.

Following the break, continue with the test administration.

Administering Part 3 of the Grades 3 through 8 Mathematics Test

No student should begin working on Part 3 of the mathematics test until Part 3 of the reading test has been completed.

Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books students used in Part 3 of the reading test.

*Students **must** use the same test materials for each content area for the entire four-day AIMS DPA test administration period.*

*Students may **not** use calculators for any part of the mathematics test. Students may not use scratch paper for any part of the mathematics test.*



Please check to see that the test book and answer document (for Grade 3 say test book) in front of you has your name on the front cover.

This is Day 4 of four days of testing as part of Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA). You will now take Part 3 of the mathematics test.

*Grades 3 through 8
Mathematics Test,
Part 3*

*Students may **not**
use calculators for
any part of the
mathematics test.*

*Students may **not**
use scratch paper
for any part of the
mathematics test.*

AIMS DPA Testing—Day 4 (continued)



Do not open your test book until I tell you to do so. Talking during the test is not allowed.

The test book contains mathematics problems. You will read a problem and then answer the multiple-choice question that follows.

You may not use scratch paper. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. (For Grade 3 say You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.)

To answer a multiple-choice question, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers. You may not use a calculator for any part of this test.

Pause, and then continue.

Read the following instructions for Grades 6 through 8 only.



Open your test book to (for Grade 6 say page 101; for Grade 7 say page 109; for Grade 8 say page 101); and look at the AIMS Reference Sheet.



Hold up the test book and point to the page designated "AIMS Reference Sheet."

Make sure all students have turned to the correct page in their test books.



You may use the information from this reference sheet at any time during the test. You may fold down the upper corner of this page. This will make it easier to find the reference sheet while you are working on the mathematics test.

Pause, and then continue.

Read the following for Grades 4 through 8 only.

AIMS DPA Testing—Day 4 (continued)

SAY Open your answer document to page 5.

Make sure all students have turned to the correct page in their answer documents.

SAY Read along silently while I read aloud.

As you finish each part of the test, you will see the following stop sign.



When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely.
- All other bubbles are empty.

You may not go back to any other portion of this answer document at any time.

Are there any questions?

Pause to answer any questions.

Proceed with the test administration for Grades 3 through 8.

SAY Open your test book to (for Grade 4 say page 81; for Grade 5 say page 81; for Grade 6 say page 87; for Grade 7 say page 91; for Grade 8 say page 89); and in your answer document turn to page 8. (For Grade 3 say Open your test book to page 83.)

Make sure all students have turned to the correct pages in their test materials, and then continue.

SAY We will begin by doing one sample multiple-choice question.

This is the type of question you will be answering during this session. Read the question, then fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

AIMS DPA Testing—Day 4 (continued)

Pause, and then continue.



Read Sample D in your test book, then fill in the bubble in your answer document for the answer you choose. (*For Grade 3 say Read Sample D in your test book, then fill in the bubble for the answer you choose.*) When you have finished Sample D, stop working.

Give students time to answer Sample D, and then continue.



The correct answer for Sample D is "A." (*For Grade 3 say The correct answer is the first bubble.*)

Pause, and then continue.



Follow the directions that appear throughout the test book and mark your answers in the answer document (*for Grade 3 say in the test book*). Please answer all questions. Questions left blank are scored as incorrect. When you finish Part 3 of the mathematics test, you may go back and check your work for Part 3 of the mathematics test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. It is not necessary to erase your scratch work in the test book.

When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document. (*For Grade 3 say When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.*)

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 3 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 3 of the mathematics test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

AIMS DPA Testing—Day 4 (continued)



Now turn to the next page of Part 3 of the mathematics test in your test book.

Make sure all students have turned to the correct page in their test books.



You may begin Part 3 of the mathematics test.

While students are taking Part 3 of the mathematics test, move around the room to make sure students are progressing through Part 3.

Most students should have time to finish Part 3 of the mathematics test during the allotted forty-five-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 3 of the mathematics test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 3 of the mathematics test. However, if all students finish Part 3 before the end of the allotted time, end the testing session. When all students have finished Part 3 or the allotted time for the testing session has ended, proceed as follows:



This is the end of Part 3 of the mathematics test. This is also the end of Day 4 of AIMS DPA testing and the conclusion of the Spring 2007 administration of AIMS DPA.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the test materials are returned to the Test Coordinator at the end of the testing day.*

Inspecting Test Materials

After testing, Test Administrators should inspect AIMS DPA test materials to ensure the following:

- ☐ The student has completed his or her name, teacher, school, and district on the front covers of the test book and answer document (for Grade 3, test book).
- ☐ Grade 3 test books and writing draft booklets or Grades 4 through 8 test books and answer documents have been separated into individual stacks. Test books must not contain writing draft booklets or answer documents.
- ☐ The student bar code label has been applied in the designated location on the front cover of the Grade 3 test book or Grades 4 through 8 answer document, or if no student bar code label is available, the student demographic data grid located on the back cover of the Grade 3 test book or Grades 4 through 8 answer document has been completed.
- ☐ For Grades 4 through 8 students, the letter to designate the test book form students used is correctly coded in the "Test Form" section on the inside front covers of the Grades 4 through 8 answer documents.
- ☐ The accommodations information on the inside front cover of the Grade 3 test book or Grades 4 through 8 answer document has been correctly coded for all students receiving standard accommodations and/or alternate accommodations.
- ☐ The student's marks in the Grade 3 test book or Grades 4 through 8 answer document have been made with a No. 2 pencil and any erasures are complete and neat. Light marks and marks made with a colored pencil, ink or felt-tip pens, marker, or highlighter cannot be properly scored. These marks should be marked over with a No. 2 pencil.

Group Information Sheets

Preprinted Group Information Sheets (GISs) have been provided for each school. A GIS must be completed for each group's documents. Follow the directions of your Test Coordinator regarding the use of the GIS.

Returning Test Materials

All AIMS DPA test materials, scorable and nonscorable, are to be returned to the Test Coordinator at the end of each testing day.

Scorable AIMS DPA Test Materials

The following AIMS DPA test materials are scorable:

- **Used AIMS DPA Grade 3 Test Books**
- **Used AIMS DPA Grades 4 through 8 Answer Documents**

Test Administrators should arrange the scorable test materials so that the front covers are facing up. Paperclips or rubber bands must not be used to bind these materials as this would damage their edges. It is not necessary to alphabetize scorable answer documents or test books. Follow the directions of your Test Coordinator regarding the return of scorable test materials.

Nonscorable AIMS DPA Test Materials

The following AIMS DPA test materials are nonscorable:

- **Unused AIMS DPA Grade 3 Test Books**
- **Used and unused AIMS DPA Grade 3 Writing Draft Booklets**
- **Used and unused AIMS DPA Grades 4 through 8 Test Books**
- **Unused AIMS DPA Grades 4 through 8 Answer Documents**
- ***AIMS DPA Test Administration Directions***

Follow the directions of your Test Coordinator regarding the return of nonscorable test materials.

Appendix

Instructions for Completing Student Demographic Data Grid

Students With Student Bar Code Labels

If students have student bar code labels, all of the information from the student demographic data grid located on the back covers of the AIMS DPA Grade 3 test book and Grades 4 through 8 answer documents is coded within the student bar code labels. The student bar code labels are to be affixed in the designated space on the front cover of the student's Grade 3 test book or Grades 4 through 8 answer document.

Students Without Student Bar Code Labels

If students do **not** have student bar code labels, the student demographic data grid **must** be completed by the Test Coordinator, Test Administrator, Proctor, or other designated school personnel. The student demographic data grid is **not** to be completed by students.

The information on the top portion of the student demographic data grid is to be completed before testing. The information on the bottom portion of the student demographic data grid is to be completed after testing.

The information on the top portion of the student demographic data grid is to be completed before testing. The information on the bottom portion of the student demographic data grid is to be completed after testing.

Before Testing

Completing the Top Portion of the Student Demographic Data Grid

If students do **not** have student bar code labels, use the instructions in this section to complete the top portion of the student demographic data grid located on the back covers of the Grade 3 test book and Grades 4 through 8 answer documents.

This page is to be completed **ONLY** for students **WITHOUT** a bar code label.

This section is to be filled in by school or district personnel **BEFORE** testing **ONLY** for students **WITHOUT** a bar code label.

Last										First										M.I.	BIRTH DATE			ETHNIC BACKGROUND (mark one)	
																					Month	Day	Year		
O O O O O O O O O O										O O O O O O O O O O											Jan	0	0	0	1 White (Not Hispanic)
A A A A A A A A A A										A A A A A A A A A A											Feb	1	1	1	2 Black or African American (Not Hispanic)
B B B B B B B B B B										B B B B B B B B B B											Mar	2	2	2	3 Hispanic or Latino
C C C C C C C C C C										C C C C C C C C C C											Apr	3	3	3	4 American Indian or Alaskan Native
D D D D D D D D D D										D D D D D D D D D D											May	4	4	4	5 Asian or Pacific Islander
E E E E E E E E E E										E E E E E E E E E E											Jun	5	5	5	
F F F F F F F F F F										F F F F F F F F F F											Jul	6	6	6	
G G G G G G G G G G										G G G G G G G G G G											Aug	7	7	7	
H H H H H H H H H H										H H H H H H H H H H											Sep	8	8	8	
I I I I I I I I I I										I I I I I I I I I I											Oct	9	9	9	
J J J J J J J J J J										J J J J J J J J J J											Nov				
K K K K K K K K K K										K K K K K K K K K K											Dec				
L L L L L L L L L L										L L L L L L L L L L															
M M M M M M M M M M										M M M M M M M M M M															
N N N N N N N N N N										N N N N N N N N N N															
O O O O O O O O O O										O O O O O O O O O O															
P P P P P P P P P P										P P P P P P P P P P															
Q Q Q Q Q Q Q Q Q Q										Q Q Q Q Q Q Q Q Q Q															
R R R R R R R R R R										R R R R R R R R R R															
S S S S S S S S S S										S S S S S S S S S S															
T T T T T T T T T T										T T T T T T T T T T															
U U U U U U U U U U										U U U U U U U U U U															
V V V V V V V V V V										V V V V V V V V V V															
W W W W W W W W W W										W W W W W W W W W W															
X X X X X X X X X X										X X X X X X X X X X															
Y Y Y Y Y Y Y Y Y Y										Y Y Y Y Y Y Y Y Y Y															
Z Z Z Z Z Z Z Z Z Z										Z Z Z Z Z Z Z Z Z Z															

SAIS NUMBER (required)										STUDENT ID NUMBER									
0 0 0 0 0 0 0 0 0 0										0 0 0 0 0 0 0 0 0 0									
1 1 1 1 1 1 1 1 1 1										1 1 1 1 1 1 1 1 1 1									
2 2 2 2 2 2 2 2 2 2										2 2 2 2 2 2 2 2 2 2									
3 3 3 3 3 3 3 3 3 3										3 3 3 3 3 3 3 3 3 3									
4 4 4 4 4 4 4 4 4 4										4 4 4 4 4 4 4 4 4 4									
5 5 5 5 5 5 5 5 5 5										5 5 5 5 5 5 5 5 5 5									
6 6 6 6 6 6 6 6 6 6										6 6 6 6 6 6 6 6 6 6									
7 7 7 7 7 7 7 7 7 7										7 7 7 7 7 7 7 7 7 7									
8 8 8 8 8 8 8 8 8 8										8 8 8 8 8 8 8 8 8 8									
9 9 9 9 9 9 9 9 9 9										9 9 9 9 9 9 9 9 9 9									

GENDER
Female ☐ Male ☐

A sample of the top portion of the student demographic data grid.

All information on the student demographic data grid must be recorded using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

Last, First, M.I.

Using the student's legal name, print the student's last name in the row of boxes under the section for "Last." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end.

Using the student's legal name, print the student's first name in the row of boxes under the section for "First." Do not use a nickname. Do not fill in the blank column between "Last" and "First" or between "First" and "M.I." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end.

Using the student's legal name, print the first letter of the student's middle name in the box under the section for "M.I." Leave the box blank if the student does not have a middle name.

Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes, fill in the empty bubbles at the top of the column.

Birth Date

In the section that says "Birth Date," fill in the bubbles for the Month, the Day, and the Year for the student's date of birth. For example, if the student was born March 2, 1994, fill in the bubble for the month of March designated by "Mar" in the Month column, the bubbles for 0 and 2 in the Day columns, and the bubbles for 9 and 4 in the Year columns.

Ethnic Background and Gender

In the section that says "Ethnic Background," fill in the bubble that corresponds to the ethnic group indicated in the student's SAIS record.

In the section that says "Gender," fill in the bubble that corresponds to the student's gender.

SAIS Number

In the section that says "SAIS Number," enter the student's SAIS Number in the boxes at the top of the column, beginning in the first box on the left. Fill in the appropriate bubble in the column under each number. **If the student's SAIS Number does not require all of the columns, fill in the bubble at the top of each unused column.**

Student ID Number

In the section that says "Student ID Number," enter the student's local Student ID Number in the boxes at the top of the column, beginning in the first box on the left. Fill in the appropriate bubble in the column under each number. If the student's local Student ID Number does not require all of the columns, leave the extra columns blank and fill in the empty bubbles at the top of the column.

After Testing

Completing the Bottom Portion of the Student Demographic Data Grid

If students do **not** have student bar code labels, use the directions in this section to complete the bottom portion of the student demographic data grid located on the back covers of the Grade 3 test book and Grades 4 through 8 answer documents.

This section is to be filled in by school or district personnel AFTER testing ONLY for students WITHOUT a bar code label.		
1. Did the student start this school year at this school and remain continuously enrolled? <input type="radio"/> Yes <input type="radio"/> No	6. <input type="radio"/> Not Enrolled For English Language Learners, complete boxes 7–10. For Reclassified Fluent English Proficient students, complete boxes 7 and 8.	11. Disabilities (mark all that apply) <input type="radio"/> Speech/Language Impairment <input type="radio"/> Mild Mental Retardation <input type="radio"/> Specific Learning Disability <input type="radio"/> Emotional Disability <input type="radio"/> Moderate Mental Retardation <input type="radio"/> Visual Impairment <input type="radio"/> Hearing Impairment <input type="radio"/> Other Health Impairments <input type="radio"/> Orthopedic Impairment <input type="radio"/> Traumatic Brain Injury <input type="radio"/> Multiple Disabilities <input type="radio"/> Multiple Disabilities with Severe Sensory Impairment <input type="radio"/> Autism <input type="radio"/> Severe Mental Retardation
2. Number of Years in the School (mark one) <input type="radio"/> Less than 1 <input type="radio"/> 4 <input type="radio"/> 1 <input type="radio"/> 5 <input type="radio"/> 2 <input type="radio"/> 6 <input type="radio"/> 3 <input type="radio"/> More than 6	7. Level of English Proficiency (mark one) <input type="radio"/> ELL (English Language Learner) <input type="radio"/> FEP (Fluent English Proficient)	
3. Did the student start this school year at this district and remain continuously enrolled? <input type="radio"/> Yes <input type="radio"/> No	8. Beginning in Kindergarten, number of years classified as identified in Question 7, including the current school year (mark one) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more <input type="radio"/> Records not available	
4. Primary Language Spoken at Home (mark one) <input type="radio"/> English <input type="radio"/> Navajo <input type="radio"/> Spanish <input type="radio"/> Other	9. In what type of ELL Program is the student enrolled? (mark only one) <input type="radio"/> Structured English Immersion <input type="radio"/> Mainstream English Classroom <input type="radio"/> Bilingual with Waiver <input type="radio"/> Waiver 1 <input type="radio"/> Waiver 2 <input type="radio"/> Waiver 3	
5. Special Program Membership (mark all that apply) <input type="radio"/> Special Education <input type="radio"/> Title I <input type="radio"/> 504 Accommodation <input type="radio"/> Gifted Education <input type="radio"/> English Language Learner <input type="radio"/> Migrant Education	10. Beginning in Kindergarten, number of years in ELL Program in Question 9, including the current school year (mark one) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more <input type="radio"/> Records not available	

A sample of the bottom portion of the student demographic data grid.

All information on the student demographic data grid must be marked using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

Boxes 1 through 5 must be completed for all students.

Box 1: Fill in the bubble for “Yes” to indicate that the student started within the first ten days of this school year at this school and has remained continuously enrolled.

Fill in the bubble for “No” to indicate that the student started after the tenth day.

Box 2: Fill in **one** bubble to indicate the number of years the student has been continuously enrolled in this school, beginning with first grade. If the answer in Box 1 is “No,” the only permissible response in Box 2 is “Less than 1.” If the answer in Box 1 is “Yes,” then fill in the **one** bubble to indicate the appropriate number of years: 1, 2, 3, 4, 5, 6, or More than 6.

Box 3: Fill in the bubble for “Yes” to indicate that the student started within the first ten days of this school year at this district and has remained continuously enrolled.

Fill in the bubble for “No” to indicate that the student started after the tenth day.

Box 4: Fill in the **one** bubble that corresponds to the primary home language indicated in the student’s SAIS record.

Box 5: Fill in the bubble(s) to indicate the student’s Special Program Membership. Fill in all bubbles that apply.

For schoolwide Title I, fill in the bubble for “Title I” for all students in the schoolwide program. For targeted assistance Title I, fill in the “Title I” bubble for only those students receiving Title I services.

Box 6 must be completed for students who are not enrolled in your school.

Box 6: Fill in the bubble for “Not Enrolled” **only** if the student is a home-schooled student, a private-schooled student, or currently not enrolled in school.

Boxes 7 through 10 must be completed for English Language Learners.

Boxes 7 and 8 must be completed for Reclassified Fluent English Proficient students.

Box 7: Fill in the bubble for “ELL (English Language Learner)” to indicate that the student was identified as an English Language Learner at any time during this school year and was enrolled in an English Learner Program at any time during this school year. The bubble for “ELL” (English Language Learner) should be marked for any student who was reclassified as Fluent English Proficient during this school year.

Fill in the bubble for “FEP” (Fluent English Proficient) to indicate that the student exited an English Learner Program during either the 2004–05 school year or the 2005–06 school year and now has an English proficiency level of Fluent English Proficient.

Box 8: For students who are identified as ELL (English Language Learner) in **Box 7**, fill in one bubble to indicate the number of years the student has been classified as an English Language Learner beginning with Kindergarten and including this school year.

For students who are identified as FEP (Fluent English Proficient) in **Box 7**, fill in the bubble for “1” if the student was reclassified as Fluent English Proficient during the 2005–06 school year. Fill in the bubble for “2” if the student was reclassified as Fluent English Proficient during the 2004–05 school year.

If records are not available, fill in the bubble for “Records not available.”

Box 9: Fill in **one** bubble to indicate the type of ELL Program in which the student is enrolled.

Box 10: Fill in **one** bubble to indicate the number of years the student has been enrolled in the program as identified in Box 9, beginning with Kindergarten and including the current school year.

If records are not available, fill in the bubble for “Records not available.”

Box 11 must be completed for Special Education students.

Box 11: Fill in the bubble(s) to indicate the student’s disabilities as identified on the student IEP. Fill in all bubbles that apply.

Instructions for Completing Testing Accommodations Information

Testing Accommodations Guidelines

Testing accommodations have been significantly revised for school year 2006–2007. Please see “Testing Accommodations: Guidelines for 2006–2007” on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering.

English Language Learners and most students with disabilities are not exempt from AIMS DPA testing. However, these students are eligible for certain testing accommodations.

After testing, the Test Administrator or Proctor should use the instructions in this section to complete the Testing Accommodations data boxes located on the **inside front covers of the AIMS DPA Grade 3 test book and Grades 4 through 8 answer documents** for any student testing with standard accommodations and/or alternate accommodations.

Note: The testing accommodations data boxes are to be completed **only** by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.

*The testing accommodations data boxes are to be completed **only** by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.*

TESTING ACCOMMODATIONS Refer to directions in the Test Administration Directions. Student <input type="radio"/> has an IEP. <input type="radio"/> has a 504 plan. <input type="radio"/> is an English Language Learner.
STANDARD ACCOMMODATIONS Student received standard accommodations in the following content areas: <input type="radio"/> Writing <input type="radio"/> Reading <input type="radio"/> Mathematics Student tested using a <input type="radio"/> Braille version of the test. <input type="radio"/> Large Print version of the test.
ALTERNATE ACCOMMODATIONS FOR GRADE-LEVEL ASSESSMENTS Accommodations provided per IEP or 504 plan. (mark all that apply) <input type="radio"/> Use of a scribe or assistive technology on the Writing content area. <input type="radio"/> Another alternate accommodation on the Writing content area. <input type="radio"/> Auditory presentation of the Reading content area. <input type="radio"/> Another alternate accommodation on the Reading content area. <input type="radio"/> Use of manipulatives, including a calculator, on the Mathematics content area. <input type="radio"/> Another alternate accommodation on the Mathematics content area.

Students Receiving Standard Accommodations

For students receiving an alternate accommodation on AIMS DPA, fill in the bubble in the Testing Accommodations section to indicate the student has an IEP.

Fill in the bubble in the Standard Accommodations section to indicate the content area in which a standard accommodation was used. Fill in all bubbles that apply.

Students Receiving Alternate Accommodations

For students receiving an alternate accommodation on AIMS DPA, fill in the bubble in the Testing Accommodations section to indicate the student has an IEP.

Fill in the bubble in the Alternate Accommodations section to indicate which alternate accommodation the student received. If the student received an alternate accommodation not listed, fill in the appropriate bubble. Fill in all bubbles that apply.

For students receiving an alternate accommodation not listed, records of the alternate accommodation provided must be maintained as described in "Testing Accommodations: Guidelines for 2006–2007," which can be found on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering.

Braille Test and Large Print Test Accommodations

For students testing using a Braille version of the test or a large print version of AIMS DPA, please see additional instructions regarding testing accommodations packaged with the Braille test or large print test.

AIMS Writing Accommodations

For students who use a scribe or assistive technology as an accommodation, their responses **must be transcribed into a standard AIMS DPA Grade 3 test book or Grades 4 through 8 answer document for scoring purposes**. The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transcribe the responses exactly as produced by the students without changing spelling, punctuation, word choice, or any other aspect of the student responses. The standard AIMS DPA test books or answer documents with the transcribed AIMS Writing responses are to be returned with the scorable documents. Immediately after transcribing student responses into the test book or answer document, all electronic versions of the responses must be deleted. Any paper versions must be returned with the nonscorable documents.

Immediately after transcribing student responses into the test book or answer document, all electronic versions of the responses must be deleted.

Other Information Data Box

Columns A through H in the *Other Information* data box, which is located on the inside front covers of the AIMS DPA Grade 3 test book and Grades 4 through 8 answer documents, are for use by schools and districts. Column I is reserved for use by ADE. Follow the instructions of your Test Coordinator regarding the use of this data box.

"U Through Z" Data Box

Bubbles U through Z in the data box titled "**For CTB/McGraw-Hill Use Only,**" which is located on the inside front covers of the AIMS DPA Grade 3 test book and Grades 4 through 8 answer documents, are reserved for use by CTB/McGraw-Hill. Do not mark in this section.

Glossary

Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA)

The test provided for Grades 3 through 8 students in Arizona. AIMS DPA tests specific performance objectives developed by the Arizona Department of Education. *TerraNova*® norm-referenced items are embedded within AIMS DPA.

CTB/McGraw-Hill

The publishing company that is responsible for providing and scoring test materials for the Arizona Department of Education.

Demographic Data Grid

The page that contains student identification information, which must be completed for students without student bar code labels. Found on the back covers of the AIMS DPA Grade 3 test book and Grades 4 through 8 answer documents.

Dictionary

A book of alphabetically arranged words with definitions. Etymologies, pronunciations, and other information may also be included.

Group Information Sheet (GIS)

The form used to provide information to CTB/McGraw-Hill about a group of students being tested. A "group" normally refers to a single class, a combination of classes at the same grade level, or a group of students being tested at the same grade level.

Item

A question included as part of an AIMS test. Features both the stem (question) and answer choices. See "Test Administration Security Procedures" on page 3 in this document for the policy regarding AIMS test items.

Proctor

The individual who assists the Test Administrator.

School/Group List (SGL)

The form used to provide information to CTB/McGraw-Hill about the students being tested in an entire school.

Significant Break

A break provided between testing sessions in order for students to be refreshed before proceeding with testing.

A significant break should be scheduled on Day 1 between Parts 1 and 2 of the writing test for Grades 3, 4, and 5 and should be scheduled on Days 2, 3, and 4 between the reading test and mathematics test for Grades 3 through 8.

Student Bar Code Label

The label affixed to the front cover of the Grades 4 through 8 answer documents and Grade 3 test book. Student demographic data is coded within the student bar code label.

Test Administrator

An individual, usually a teacher, who is responsible for the administration of the test.

Test Coordinator

An individual who is responsible for distributing test materials, collecting test materials, and organizing testing for a school or district.

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